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ABSTRACT

To evaluate the effectiveness of Manpower Development and Training Act programs in Utah in terms of graduates' job success and employer and trainee attitudes, 105 graduates and their employers were surveyed. Usable responses from a third of the graduates and half the employers proved the training to be quite effective. Because of inadequate placement and followu, the report recommends active placement efforts by the Employment Security office near the end of each training period, with more effective means of followup than mailed questionnairs. (BH)

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FOLLOW-UP OF SELECTED MDTA PROGRAMS

OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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1970

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INTRODUCTION

In the final analysis the worth of any training program must be judged in terms of what it contributes to the development of the individual student and the welfare of society. If schools are to keep their programs attuned to the needs of the groups they are designed to serve, it is necessary to make follow-up studies of the graduates.

The Manpower Development and Training Act was passed by the Congress of the United States in 1962. In passing this act, congress authorized the most ambitious national program of job training ever undertaken in the United States.

The purpose of this study was to evaluate the effectiveness of selected Manpower Development Training programs as they have been conduct in the school districts and institutions of higher learning in Utah. Essentially this study sought answers to the following questions:

1. To what extent have the graduates of the MDTA programs been able to find jobs. Were the jobs in the field of training or in closely related fields. How many different jobs has the graduate had since training. How did they locate their jobs.

2. Was the length of training adequate according to the graduate. Would they like additional training in the same field or a different field.

3. What was the opinion of the employers who had hired MDTA graduates toward their training.

Source of Data

The primary source of data used in this study was from two sources: (1) An information form which was mailed to 105 of the graduates, from seven programs organized in the school districts and post high school institutions in Utah and from graduates of individualized training programs. (2) From a information form sent to the employers of the MDTA graduates who responded and were employed at the time of survey.

The study was based on usable forms completed and returned by thirty-seven or thirty-five per cent of the graduates contacted, as shown on table 1, and from 14 of their employers, as shown on table 2.

Table 1. Number of Graduates and Response by Program

	No Graduate	Number of Returns	Per Cent Returns
Stenographer (Ogden City Schools)	12	5	42
Machine Set-Up-Oper (UTC-SL)	13	6	46
Stenographer (USU)	14	9	64
Machine Set-Up-Oper (UTC-Provo)	20	5	25
Auto Service Mech (UTC-SL)	4	0	0
Gasoline Engineer Rep (UTC-SL)	10	2	20
Auto Service Mech (Weber)	15	5	34
Misc. Individual Programs	17	5	29
Total	105	37	35

Table 2. Number of Employers Responding to Questionnaire by Program

	No. of Respondents who were employed	No. Returns from employers	Per Cent Returns
Stenographer (Ogden City Schools)	2	2	100
Machine Set-Up-Oper (UTC-SL)	6	4	67
Stenographer (USU)	7	5	71
Machine Set-Up-Oper (UTC-Provo)	4	0	0
Auto Service Mech (UTC-SL)	0	0	0
Gasoline Engineer Rep (UTC-SL)	2	1	50
Auto Service Mech (Weber)	5	2	40
Misc. Individual Programs	3	0	0
Total	29	14	48

Findings

In responding to the questions as to how the graduates heard about their job after training, twenty-four per cent indicated, as shown on table 3, that they heard through the local employment security office. Twenty-seven per cent had heard about their job from friends, relatives, and others. Fourteen per cent indicated that the school was the source of information about their first job.

In responding to the question as to whether or not they had declined accepting a job after training and the reason for declining the job, only six or sixteen per cent of the respondents, as shown on

table 4, had declined jobs. The reasons for declining can also be seen on table 4.

When asked about the length of the training they had received, as shown on table 5, forty-six per cent indicated that the length of training was about right. Forty-three per cent were of the opinion that it was too short a training period.

In response to the questions as to whether or not they would like additional training, the majority of respondents, as shown on table 6, indicated that they would like more training. Fifty-three per cent indicated they would like to take the additional training to enable them to advance in their field, while thirty-four per cent wanted the additional training in different occupations. Thirteen per cent indicated they would like training in the same occupation or in a different occupation.

As shown on table 7, eighty-one per cent of the respondents indicated that they had received their allowance check regularly and on time. Only eight per cent indicated that their allowance check had been delayed.

Table 8 thru 14 were designed to present the information given in response to the questionnaire received from the graduates from each of the selected programs. The information deals primarily with the work histroy of each of the graduates from each program following their MDTA Training Program.

Table 3. How the Respondents Secured Their Job After Graduating from MDTA Program

	Local Employment Office	School	Friends & Relatives	Newspaper	Other	No Response
Stenographer (Ogden City Schools)	0	0	1	0	2	2
Machine Set-Up-Oper (UTC-SL)	1	2	2	0	1	0
Stenographer (USU)	6	0	1	0	0	2
Machine Set-Up-Oper (UTC-Provo)	0	1	3	0	0	1
Gasoline Engineer Representative (UTC-SL)	0	1	1	0	0	0
Auto Service Mechanic (Weber)	2	1	1	0	0	1
Misc. Individual Programs	0	0	1	0	2	2
Total	9	5	10	0	5	8
Per cent	24	14	27	0	14	21

Table 4. Number of Graduates Who Declined a Job After MDTA Training Program and the Reason for Declining

	Yes	No	No Response	Reasons for Declining		
				Hours Undersirable	Pay	Location
Stenographer (Ogden City Schools)	0	4	1	0	0	0
Machine Set-Up-Oper (UTC-SL)	3	3	0	1	2	1
Stenographer (USU)	0	3	0	0	0	0
Machine Set-Up-Oper (UTC-Provo)	1	3	1	0	1	0
Gasoline Engineer Representative (UTC-SL)	1	1	0	0	1	0
Auto Service Mechanic (Weber)	1	3	1	1	0	1
Misc. Individual Programs	0	4	1	0	0	0
Total	6	27	4	2	4	2
Per cent	16	73	11			

Table 5. Response to the Questions Concerning the Length of the MDTA Training Program

	Too Long	About Right	Too Short	No Response
Stenographer (Ogden City Schools)	0	1	3	1
Machine Set-Up-Oper (UTC-SL)	0	2	4	0
Stenographer (USU)	0	8	1	0
Machine Set-Up-Oper (UTC-Provo)	0	1	3	1
Gasoline Engineer Representative (UTC-SL)	0	0	2	0
Auto Service Mechanic (Weber)	0	4	0	1
Misc. Individual Programs	0	1	3	1
Total	0	17	16	4
Per cent		46	43	11

Table 6. Response of the Graduates Concerning Desire for Additional Training

	Yes	No	No Response	Advance	New Field	Both
Stenographer (Ogden City Schools)	4	0	1	2	2	0
Machine Set-Up-Oper (UTC-SL)	6	0	0	4	2	2
Stenographer (USU)	8	1	0	7	3	2
Machine Set-Up-Oper (UTC-Provo)	3	1	1	0	3	0
Gasoline Engineer Representative (UTC-SL)	1	1	0	0	1	0
Auto Service Mechanic (Weber)	4	0	1	3	1	0
Misc. Individual Programs	4	1	0	4	1	1
Total	30	4	3	20	13	5
Per cent	81	11	8	53	34	13

Table 7. Response of the Graduates as to Whether they had Received Their Allowance Check Regularly and on Time

	Received Allowance Check on Time		
	Yes	No	No Response
Stenographer (Ogden City Schools)	4	0	1
Machine Set-Up-Oper (UTC-SL)	6	0	0
Stenographer (USU)	9	0	0
Machine Set-Up-Oper (UTC-Provo)	3	1	1
Gasoline Engineer Representative (UTC-SL)	1	1	0
Auto Service Mechanic (Weber)	3	1	1
Misc. Individual Programs	4	0	1
Total	30	3	4
Per cent	81	8	11

Table 8. Work History of Graduates Who Responded from the MDTA Auto Service Mechanic Weber College

Student	No. Weeks Since Completing Training	No. Weeks Worked Since Training	Currently Employed	Work Related To Training	No. Jobs Lasting 30 Days or More	No. Hours Per Week
A	12	10	Yes	Yes	1	40
B	12	10	Yes	Yes	2	40
C	12	12	Yes	Yes	2	40
D	14	14	Yes	Yes	1	40
E			ARMY			

Number Enrolled: 15
Number Completing: 15
Number Returns: 5

Table 9. Work History of Graduates Who Responded from the MDTA Gasoline Repairman UTC-SL

Student	No. Weeks Since Completing Training	No. Weeks Worked Since Training	Currently Employed	Work Related To Training	No. Jobs Lasting 30 Days or More	No. Hours Per Week
A	40	28	Yes	No	1	40
B	40	24	Yes	No	2	40

Number Enrolled: 16
Number Completing: 10
Number Returns: 2

Table 10. Work History of Graduates Who Responded from the MDTA Machine-Set-Up Operator UTC-SL

Student	No. Weeks Since Completing Training	No. Weeks Worked Since Training	Currently Employed	Work Related To Training	No. Jobs Lasting 30 Days or More	No. Hours Per Week
A	36	36	Yes	No	3	40
B	36	36	Yes	Yes	1	40
C	33	33	Yes	No	2	40
D	36	36	Yes	Yes	1	40
E	36	36	Yes	Yes	1	40
F	36	24	Yes	Yes	1	40

Number Enrolled: 20
Number Completing: 13
Number Returns: 6

Table 11. Work History of Graduates Who Responded from the MDTA Machine Set-Up Operator UTC-Provo

Student	No. Weeks Since Completing Training	No. Worked Since Training	Currently Employed	Work Related To Training	No. Jobs Lasting 30 Days or More	No. Hours Per Week
A	52	52	Yes	Yes	1	40
B	52	42	Yes	No	4	40
C	52	52	Yes	No	1	40
D	52	52	Yes	No	1	40
E			NAVY			

Number Enrolled: 20
Number Completing: 20
Number Returns: 5

Table 13. Work History of Graduates Who Responded from the MDTA STenographer-General Ogden City Schools

Student	No. Weeks Since Completing Training	No. Weeks Worked Since Training	Currently Employed	Work Related To Training	No. Jobs Lasting 30 Days or More	No. Hours Per Week
A	36	9	Yes	Yes	1	40
B	36	0	No	No	0	0
C	36	0	No	No	0	0
D	36	36	Yes	Yes	1	40
E	36	30	No	No	1	--

Number Enrolled: 28
Number Completing: 12
Number Returns: 5

Table 14. Work History of Graduates Who Responded from the MDTA Miscellaneous

Student	No. Weeks Since Completing Training	No. Weeks Worked Since Training	Currently Employed	Work Related To Training	No. Jobs Lasting 30 Days or More	No. Hours Per Week
A	60	58	Yes	Yes	2	40
B	15	15	Yes	Yes	1	40
C	40	23	No	No	1	--
D	--	--	Yes	No	1	40
E	1	0	No	--	--	--

Number Enrolled: 17
Number Completing: 17
Number Returns: 5

Employers Response

When asked if they would be willing to hire another MDTA student if a position exited, each employer that responded said that they would.

Each of the employers also stated that from their knowledge of the MDTA Program they thought that the training had been beneficial to the person they had hired.

Comments of the employers with respect to the MDTA graduates' strong points and weak points, as far as they could observe, are listed below. It can be noted that the majority of comments were very positive.

MDTA Graduates Strong Points

Extremely competent - Aptitude for machine work very high.

Employee works hard and is fast. She has learned her job thoroughly. She seems to be trained quite well during her training period.

Is a very conscientous worker. When given an assignment she will also follow through until it is finished. She is extremely good at meeting and routing office visitors.

She is a steady worker, does not take advantage of break time and is meticulous in her efforts to produce accurate copies.

Wants to learn.

He is a good worker and he is willing to learn.

He is very dependable, alert, and can think for himself. Has learned his job easy and well and is very knowledgeable.

Dependable, accurate in his work. He is a very good prospect for a machinist apprentice.

Her experience and her ability to work with people.

Typing accuracy. Easy to get along with.

Has a good attitude and is well trained.

Good attitude and reliable.

Handles and understands equipment very well.

MDTA Graduates Weak Points

Unable to accept complete responsibility.

Ability to get along with other employee's.

She is somewhat inflexible in her attitude toward more militant groups and individuals.

Day dreams.

When he came here he could of had a better knowledge and understanding or precision tools.

Employee has a tendency to work too fast for accuracy. This only happens under pressure and is not objectionable.

She lacks self-confidence in her typing and office skills. Although she lacks the speed of some she is usually accurate and thorough.

She has difficulty in carrying out assignments requiring judgmental decisions-is far too timid in dealing with the public both on the telephone and in person.

Conclusions

To the extent that the facts obtained and the opinions expressed are accurate, and insofar as the respondents are representatives of the whole, the following conclusions may be drawn as of the time this study was made:

Although these MDTA Programs were set up and the students selected with close coordination with the training institutions and the Employment Security Office neither the training institution or the Employment Security Office appear to be very effective in placing the student after graduation.

Most of the graduates found their training experience successful enough that they were desirous of taking additional training.

Based on the number of graduates employed in occupations related to the training they had taken and to comments made by the employers, these MDTA Programs were successful in training this group of students for entree jobs into the labor market.

Although repeated attempts were made to contact the graduates by mail, these people apparently are apprehensive about returning mailed questionnaires.

The graduates responses indicated that the length of the various training programs are about right. If any changes were to be made with respect to length of time spent in training, it would need to be in the direction of extending rather than shorting the time.

Recommendations

The employment Security Office should, toward the end of the training period, for any one group of students accept an active role in placing the graduates on a job.

The training institution and/or the Employment Security Office needs to impress upon the graduates a responsibility to respond to follow-up. Because of the importance follow-up can have on curriculum content and other facets of a training program some means other than mailed responses needs to be developed where by a higher percent of return can be achieved.